

**9.W.1.1** Students are able to **use** appropriate content, organization, form, and style in technical, business, creative, and personal writing.

**Verbs Defined:**

**Key Terms Defined:**

- types of writing:
  - technical – specialized
  - business -- professional
  - creative -- imaginative
  - personal – pertains to self

**Teacher Speak:**

Students are able to use appropriate content, organization, form, and style in technical (specialized), business (professional), creative (imaginative), and personal (pertains to self) writing.

**Student Speak:**

I can use

- content
- organization
- form
- style

in

- specialized (technical)
- professional (business)
- imaginative (creative)
- pertains to self (personal)

writing.

**9.W.2.1** Students are able to **use** language and visuals to **enhance** characterization, plot development, and reader response.

**Verbs Defined:**

- enhance -- improve

**Key Terms Defined:**

- characterization -- thoughts and feelings, actions, reactions, physical description, and dialogue of a character
- plot development -- exposition, rising action, climax, falling action, resolution
- reader response -- how the reader reacts to what is written

**Teacher Speak:**

Students are able to use language and visuals to enhance (improve) characterization (thoughts and feelings, actions, reactions, physical description, and dialogue of a character), plot development (exposition, rising action, climax, falling action, and resolution), and reader response (how the reader reacts to what is written).

**Student Speak:**

I can use language and visuals to improve (enhance)

- the thoughts and feelings, actions, reactions, physical description, and dialogue of a character (characterization)
- the exposition, rising action, climax, falling action, and resolution (plot development)
- how the reader reacts to what has been written (reader response).

**11.W.2.1** Students are able to **analyze** the structure of various texts to **revise** and improve writing.

**Verbs Defined:**

- analyze -- examine
- revise -- change writing by adding, cutting, or moving around ideas and details

**Key Terms Defined:**

- structure of various texts -- the way something is written

**Teacher Speak:**

Students are able to analyze (examine) the structure of various texts (the way something is written) to revise (change writing by adding, cutting, or moving around ideas and details) and improve writing.

**Student Speak:**

I am able to examine (analyze) the way something is written (the structure of various texts) to change writing by adding, cutting, or moving around ideas and details (to revise) and improve writing.

**9.W.3.1** Students are able to **demonstrate** an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

**Verbs Defined:**

- demonstrate -- to show in writing

**Key Terms Defined:**

- diction -- choice of words
- syntax -- how words work together to create meaning

**Teacher Speak:**

Students are able to demonstrate (to show in writing) an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction (choice of words), and syntax (how words work together to create meaning).

**Student Speak:**

I can show in writing (demonstrate) my understanding of

- grammar
- paragraph structure
- sentence structure
- choice of words (diction)
- how words work together to create meaning (syntax).

**9.W.4.1** Students are able to **present** information and ideas from primary and secondary sources accurately and clearly.

**Verbs Defined:**

- present -- to show in writing

**Key Terms Defined:**

- primary source -- letters, journal entries, diaries, interviews, autobiographies
- secondary source -- newspapers, magazines, biography, non-fiction text

**Teacher Speak:**

Students are able to present (to show in writing) information and ideas from primary sources (letters, journal entries, diaries, interviews, autobiographies) and secondary sources (newspapers, magazines, biographies, non-fiction text) accurately and clearly.

**Student Speak:**

I can accurately and clearly show in writing (to present) information and ideas

- from letters, journal entries, diaries, interviews, autobiographies (primary sources)
- from newspapers, magazines, biographies, non-fiction text (secondary sources).